

Appendix K: Sample ELP Data Review and Annual Progress Monitoring Form

ELP Annual Progress Review Form

Date of Review:					
Last Name:			First Name:		
SSID:			Birth Date:		
District:			School:		
Grade:		ACCESS for ELLs Tier:		Date ACCESS administered:	
Listening Proficiency:	Speaking Proficiency:	Reading Proficiency:	Writing Proficiency:	Literacy Proficiency:	Composite Proficiency:

Identification Information:					
Home language survey used? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Identified in other district? <input type="checkbox"/> Yes <input type="checkbox"/> No					
ELP Screener Used?		<input type="checkbox"/> Yes		<input type="checkbox"/> No	
W-APT/OTHER:		<input type="checkbox"/> W-APT		<input type="checkbox"/> OTHER	
W-APT or other screener score:					
Listening Proficiency:	Speaking Proficiency:	Reading Proficiency:	Writing Proficiency:	Literacy Proficiency:	Composite Proficiency:
Kindergarten W-APT score:					
Listening and Speaking Raw Score:		Reading Raw Score:		Writing Raw Score:	
Oral Proficiency Score:		Reading Skills Description:		Writing Skills Description:	
Other assessment data used to identify student:		Assessment:		Score:	
Language Development Assessment:					

Reading Comprehension:		
Writing:		
Other:		
LEP identification Date (AIM):	# Years identified as LEP:	

ELP Assessment Data:							
ACCESS for ELLs:							
Current Year:				Meets ELP Assessment Criteria for Exit?			
				<input type="checkbox"/> Yes		<input type="checkbox"/> No	
ACCESS for ELLs Longitudinal Data Review							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
Speaking							
Listening							
Reading							
Writing							
Literacy							
Overall							

Academic Achievement (Review of other assessment data, formative, interim, summative):	
Reading Comprehension:	
Writing:	
Language Development:	
Classroom assessments and general academic achievement data:	

Progress Review:	
What are the student's strengths and weaknesses? (Review individual domain and composite scores: scale scores, PL, and raw scores, academic progress, classroom, school, district, and MontCAS data.)	
What program/service adjustments can be made to address areas of weakness?	
What other factors beyond ELP and academics may be impacting progress? (Social/emotional)	

Exit:	
<input type="checkbox"/>	Student has met minimum criteria for ACCESS for ELLs (4.0 Literacy, 5.0 Overall)
<input type="checkbox"/>	Other academic a data has been considered and student is able to fully participate in and meet grade level academic expectations.
<input type="checkbox"/>	Other factors beyond ELP and academic considerations have been considered (parent/student input, content teacher input, other social/emotional)

Annual Monitoring for Former LEP Year 1	
What are the student's strengths and weaknesses? (Review individual domain and composite scores: scale scores, PL, and raw scores, academic progress, classroom, school, district, and MontCAS data.)	
What program/service adjustments can be made to address areas of weakness?	
What other factors beyond ELP and academics may be impacting progress? (Social/emotional)	
Finding:	
<input type="checkbox"/>	Student continues to be able to fully participate in and meet grade level academic expectations on both the statewide assessment and classroom assessments.
<input type="checkbox"/>	Other factors beyond ELP and academic considerations have been considered (parent/student input, content teacher input, other social/emotional)

Annual Monitoring for Former LEP Year 2

What are the student's strengths and weaknesses? (Review individual domain and composite scores: scale scores, PL, and raw scores, academic progress, classroom, school, district, and MontCAS data.)

What program/service adjustments can be made to address areas of weakness?

What other factors beyond ELP and academics may be impacting progress? (Social/emotional)

Finding:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Student continues to be able to fully participate in and meet grade level academic expectations on both the statewide assessment and classroom assessments. |
| <input type="checkbox"/> | Other factors beyond ELP and academic considerations have been considered (parent/student input, content teacher input, other social/emotional) |